

**Lamar University – M.Ed. in Educational Technology Leadership**

## Course-based Embedded Hours Internship Log

***Directions:*** In submitting your Course-based Embedded Assignment Log for each Assignment in Appendix H of the Internship Handbook, you are required to reflect on the assignments by completing a reflection in your course wiki/e-portfolio that should contain a minimum of 300 words. These logs will be used to assist you in completing your EDLD 5370 Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5362** | **Information Systems Management** | **11 Hours** |

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| Description of theAssignment/Performance Tasks(see Appendix H) | * Interview a veteran teacher and use the information to compare and contrast technology use based on the introduction of technology to the technology of today. * Students will evaluate and analyze a school district’s Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training. * Evaluate District, State & National Technology plans, assess alignment and make recommendations for improvement. Present as a narrated presentation. |
| **Self –Assessment** 1. **Critically reflect** (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.  **(3 Points)**  2. **Critically reflect** upon the relationship between any new information you gained from the assignment with old information you previously held to be true.  **(2 Points)**  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?  **(2 Points)  Learn as a Learner**  1. **Critically reflect** (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. **(3 Points)**  2. **Critically reflect** upon how you learn as a learner and how you assess your own performance in completing the assignment(s). **(2 Points)**  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? **(2 Points)**  **Lifelong Learning Skills** 1. **Critically reflect** (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. **(3 Points)**  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? **(2 Points)**  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? **(2 Points)  Additional Criteria** 1. Content posted to e-Portfolio wiki/blog/Google site **(1 Point)**  2. Mechanics **(1 Point)**  3. APA Format **(1 Point)**  4.Minimum of 3 References **(1 Point)**  **(max. 25 pts.)** | A school district’s information management system is the backbone of the educational environment. In years past much of the work done to manage student information and academic information was done on paper. This time-consuming task often took away from the business of teaching.  The teacher interview revealed some of the tasks that teachers had to accomplish in a paper-based management system. I also had the opportunity to interview the local Technology Director who has been in the district 20 years. He explained that most of the reporting and communication is through either phones or paper memos. The delay in time did raise issues of teacher/staff productivity. Student learning has changed the role of the teacher in the classroom. “[…]technology can give students more control over their own learning, facilitiating the analytical and critical thinking and the collaboration championed in the constructivist apporach to education” (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 3).  I work as a technology educator so analyzing and understanding the needs of the campus for technology is part of my job. I was able to attend several technology meetings where on-going issues were discussed and the task for resolutions was assigned. This gave me an understanding of the personnel required to make things run smoothly.  This course also provided the opportunity to learn more about the local management system and how it is used to collect data on students both for performance information and demographic information. To learn more about the local system, I conducted interviews with various district support personnel and reported my findings.  Finally, we made comparisons between our local technology plans and national plans to see where we were compliant with goals for the management of districts using current technology resources.  My final presentation: [Week 5 Technology Plan](http://edtechlamarmasters.wikispaces.com/Course+Work)  My goal is to be a technology leader. My plans include work on a public school campus where I can make a difference in the use and application of technology tools. This will require additional learning to understand how to best support staff and students with teaching and learning tools as well as productivity tools My action research is on the use of e-portfolios for staff and students to use as a means of documenting and assessing learning.  Beldarrain states, “Meeting the needs of the 21st-century learner may require a multi-theory approach, integrating best practices from different theories" (2006, p. 148). So the key to information management for schools in the future must be carefully thought out plan that addresses needs, infrastructure and abilities to use and apply new resources.  Beldarrain, Y. (2006, August). Distacne education trends:integrating new technologies fo foster student interaction and collaboration. *Distance Education, 27,2* , pp. 139-153.  Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works.* Denver: McRel. |